

Kentucky Career and Technical Education Curriculum Alignment Resource



EARLY LIFESPAN DEVELOPMENT

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

Recommended Course Sequence

COLLEGE/UNIVERSITY: Western Kentucky University

CLUSTER: Human Services & Education

HIGH SCHOOL (S):

PATHWAY: Early Childhood Educator

PROGRAM: Family & Consumer Sciences- Early Childhood Education

DRAFT

AFT	Grade	English	Math	Science	Social Studies	REQUIRED COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
	RECOMMENDED ELECTIVE COURSES									
	OTHER ELECTIVE COURSES									
CAREER AND TECHNICAL EDUCATION COURSES										
SECONDARY	9	English I	Algebra I	ICP / Earth Science	Social Science	Health/PE	Arts & Humanities	Digital Literacy	FACS Essentials	
	10	English II	Geometry	Biology I	World Civilization	World Language I	Relationships / Money Skills	Foods and Nutrition	Early Lifespan Development	
	11	English III	Algebra II	Chemistry	US History	World Language II	Parenting	Child Dev. Services I	Child Dev. Services I	KOSSA, AAFCS Pre-PAC (Early Childhood Education), Commonwealth Child Care Credential, CDA & WKU Articulation
	12	English IV	Math Elective	Science elective	Psychology	Business Management	Principles of Teaching	Child Dev. Services II	Child Dev. Services II WBL / Co-op	
POSTSECONDARY	Year 13	English 100 & Speech	General Math	Cat D science	Psychology	Working with Young Children and Families	Human Nutrition	Foundations in FCS * Foundations in Hunam Services	Diversity in Early Childhood Programs	3 Hours Articulation - Early Childhood Education
	Year 14	English 200 & Children's Literature	Family and Community and Early Childhood Programs	Safety & First Aid & Family Relations	Western Civilization	Assessment of Young Children	Guidance & Peblem solving Approaches for Young Children	Curr Dev for infants & toddlers & Curr Dev for Preschool and Kindergarden	Adminstration of Early Childhood Programs & Practicum	Associates Degree- Early Childhood Education
	Year 15	English 300	Foreign Language	Humanities Elective (2)	Family Life Education	PP Techniques in FCS	Management of Family Resources	Implications of Research in Child and Family	Growth and Guidance of Children	
	Year 16	World Cultures - Folk Studies	Statistics	Critical Issues in Family and Child Studies	Professional Presentations in FCS	Internship	Parenting Strategies	Family Relations	Exceptional Education	Bachelor's Degree in Child Studies (minor required)



College and Career Transitions Initiative

Funded by the U. S. Department of Education

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Note: Categories of courses (e.g. Required, Recommended Electives, other Electives and career and Technical Education) apply to both secondary and postsecondary levels.

Required Courses

Recommended Elective Courses

Other Elective Courses

Required Career and Technical Education Courses

Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)

(♦ = High School to Comm. College) (• = Com. College to 4-Yr Institution) (■ = Opportunity to test out)

Mandatory Assessments, Advising, and Additional Preparation

EARLY LIFESPAN DEVELOPMENT

Course Description:

This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the prenatal, infancy, toddler, preschool and school-age stages. Careers in child/human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Grade Level: 10-12

Credits: 0.5 – 1.0

Technical Content / Process

Students will:

1. explain the areas of human growth and development.
2. recognize the effects of heredity and environment on human growth and development.
3. describe the stages of human growth and development across the lifespan.
4. compare and contrast prenatal development during each trimester of pregnancy.
5. categorize the types, characteristics and contributing factors of potential birth defects.
6. characterize the signs, symptoms, and process of giving birth.
7. identify factors that promote optimum growth and development in the infancy and toddler stages, including physical, social, emotional development and intellectual growth.
8. identify factors that promote optimum growth and development in the preschool and school-age stages including physical, social, emotional and intellectual growth.
9. recommend effective guidance techniques for dealing with inappropriate behavior.
10. plan and organize developmentally appropriate activities for the preschool and school-age child.
11. analyze conditions that influence human growth and development.
12. describe methods of identifying exceptional children.
13. identify health and safety issues for children.
14. assess the effects of abuse and neglect on children and families.
15. research and analyze information about careers in the field of child/human development.
16. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
17. apply math, science and communication skills within technical content.
18. demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Introduction to Child Development</u>				

Technical Content

- 1. Students will explain the areas of human growth and development.
- 2. Students will recognize the effects of heredity and environment on human growth and development.
- 3. Students will describe the stages of human growth and development across the lifespan.

National Standards

- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 - Analyze the effects of gender, ethnicity, and culture on individual development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living
Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

- Critical Thinking and Problem Solving
- Environmental Literacy
- Initiative and Self-Direction

KOSSA Standards

- 3003.AA.1 Utilize effective verbal and non-verbal communication skills
- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AB.1 Locate and interpret written information
- 3003.AB.3 Identify relevant details, facts, and specifications
- 3003.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 3003.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3003.AC.3 Implement effective decision-making skills
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3003.AG.1 Use technology appropriately to enhance professional presentations
- 3003.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
- 3003.EA.2 Demonstrate consistent and punctual attendance
- 3003.EA.3 Demonstrate initiative in assuming tasks
- 3003.EA.6 Accept responsibility for personal decisions and actions
- 3003.EB.2 Demonstrate honesty and reliability
- 3003.EB.3 Demonstrate ethical characteristics and behaviors
- 3003.EC.2 Use language and manners suitable for the workplace
- 3003.EC.3 Demonstrate polite and respectful behavior toward others
- 3003.EC.5 Demonstrate pride in work
- 3003.ED.1 Plan and follow a work schedule
- 3003.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time
- 3003.EE.4 Explain the importance of respect for feelings, values, and beliefs of others

- 3003.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work
- 3003.EF.1 Recognize the characteristics of a team environment and conventional workplace
- 3003.EF.2 Contribute to the success of the team
- 3003.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
- 3003.EG.1 Contribute new ideas
- 3003.EG.2 Stimulate ideas by posing questions
- 3003.EG.3 Value varying ideas and opinions
- 3003.EG.4 Locate and verify information
- 3003.OC.1 Examine child development theories and their implications for educational and childcare practices
- 3003.OC.3 Consider cultural and environmental influences with assessing children’s development

Learning Targets

- Identify reasons to learn about child development.
- Compare and contrast physical, social, emotional and intellectual development.
- Recognize and assess the effects of heredity and environment on growth and development.
- Analyze conditions that influence growth and development.
- Differentiate between the different ages and stages of child development.
- Describe theorists who have influenced child and human development.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Pregnancy & Birth</u>				

Technical Content

- 4. Students will compare and contrast prenatal development during each trimester of pregnancy.
- 5. Students will categorize the types, characteristics and contributing factors of potential birth defects.
- 6. Students will characterize the signs, symptoms, and process of giving birth.
- 11. Students will analyze conditions that influence human growth and development.

National Standards

- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.2 - Apply communication strategies that promote positive self-esteem in family members.
- 15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 - Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Reading / 9-10 / #2 – Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Critical Thinking and Problem Solving
- Environmental Literacy
- Health Literacy

KOSSA Standards

- 3003.OK.1 Examine parenting roles across the life span
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.OK.4 Determine societal conditions that impact parenting across the life span
- 3003.OK.5 Explain cultural differences in roles and responsibilities of parenting
- 3003.ON.1 Examine biological processes related to prenatal development, birth, and health of child and mother
- 3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child
- 3003.ON.3 Examine implications of alternatives to biological parenthood

Learning Targets !'7`JW_`YfY'hc`j JYk`GUa d`Y`@UfbYf`5Wlj JhYg

- Identify the early signs of pregnancy.
- Examine how adequate prenatal care affects the development of the mother and unborn child.
- Compare and contrast fetal development during each trimester of pregnancy.
- Analyze factors that contribute to reducing birth defects.
- Evaluate the preparations expectant parents should make.
- Identify signs and symptoms of labor.
- Explain the birth process.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	Infancy				

Technical Content

- 7. Students will identify factors that promote optimum growth and development in the infancy and toddler stages, including physical, social, emotional development and intellectual growth.
- 11. Students will analyze conditions that influence human growth and development.

National Standards

- 12.1.1 - Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.2.5 - Analyze geographic, political, and global influences on human growth and development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.

KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
 Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
 Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living
 Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Communication
- Critical Thinking and Problem Solving
- Health Literacy
- Flexibility and Adaptability

KOSSA Standards

- 3003.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
- 3003.EA.2 Demonstrate consistent and punctual attendance
- 3003.EA.3 Demonstrate initiative in assuming tasks
- 3003.EA.6 Accept responsibility for personal decisions and actions
- 3003.EB.2 Demonstrate honesty and reliability
- 3003.EB.3 Demonstrate ethical characteristics and behaviors
- 3003.EC.2 Use language and manners suitable for the workplace
- 3003.EC.3 Demonstrate polite and respectful behavior toward others
- 3003.EC.5 Demonstrate pride in work
- 3003.ED.1 Plan and follow a work schedule
- 3003.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time
- 3003.EF.1 Recognize the characteristics of a team environment and conventional workplace
- 3003.EF.2 Contribute to the success of the team
- 3003.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)

Learning Targets !`7`JW` \ YfY`rc`j JYk`GUa d`Y`@UfbYf`5 Wnj JhYg

- Examine and analyze how infants develop physically.
- Explain how physical development affects infant care.
- Examine and analyze how infants develop socially.
- Examine and analyze how infants develop emotionally.
- Identify the parts and functions of the brain and how it affects intellectual development.
- Examine and analyze how infants develop intellectually.

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Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Toddlers</u>				

Technical Content

- 7. Students will identify factors that promote optimum growth and development in the infancy and toddler stages, including physical, social, emotional development and intellectual growth.
- 11. Students will analyze conditions that influence human growth and development.

National Standards

- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.2.5 - Analyze geographic, political, and global influences on human growth and development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.2 - Apply communication strategies that promote positive self-esteem in family members.
- 15.2.3 - Assess common practices and emerging research about discipline on human growth and development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living
Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.

Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.

Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability

KOSSA Standards

- 3003.EC.2 Use language and manners suitable for the workplace
- 3003.EC.3 Demonstrate polite and respectful behavior toward others
- 3003.EC.5 Demonstrate pride in work
- 3003.ED.1 Plan and follow a work schedule
- 3003.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time

Learning Targets !`7`jW` \ YfY`c`j jYk`GUa d`Y`@UfbYf`5 Wnj jhYg

- Examine and analyze how toddlers develop physically.
- Explain how physical development affects toddler care.
- Examine and analyze how toddlers develop socially.
- Examine and analyze how toddlers develop emotionally.
- Examine and analyze how toddlers develop intellectually.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Preschoolers</u>				

Technical Content

- 8. Students will identify factors that promote optimum growth and development in the preschool and school-age stages including physical, social, emotional and intellectual growth.
- 9. Students will recommend effective guidance techniques for dealing with inappropriate behavior.
- 10. Students will plan and organize developmentally appropriate activities for the preschool and school-age child.
- 11. Students will analyze conditions that influence human growth and development.

National Standards

- 4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.4 - Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.3.5 - Arrange learning centers that provide for children's exploration, discovery, and development.
- 4.3.6 - Establish activities, routines, and transitions.
- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 - Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.2.5 - Analyze geographic, political, and global influences on human growth and development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.
- 15.2.3 - Assess common practices and emerging research about discipline on human growth and development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
 The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living
 Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
 Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living
 Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.

Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Collaboration
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability

KOSSA Standards

- 3003.OD.1 Examine a variety of curriculum and instructional models
- 3003.OD.2 Implement learning activities in all curriculum areas that meet the developmental needs of children
- 3003.OD.4 Demonstrate a variety of teaching methods to meet individual needs of children
- 3003.OD.5 Arrange learning centers that provide for children’s exploration, discovery, and development
- 3003.OD.6 Establish activities, routines, and transitions
- 3003.OH.1 Examine physical, emotional, social, and intellectual development
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- 3003.OI.1 Investigate the impact of heredity and environment on human growth and development
- 3003.OI.2 Determine the impact of social, economic, and technological forces on individual growth and development
- 3003.OI.3 Examine the effects of gender, ethnicity, and culture on individual development
- 3003.OI.4 Examine the effects of life events on individuals’ physical and emotional development
- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OJ.3 Examine the role of support systems in meeting human growth and development needs
- 3003.OJ.2 Examine the role of communication on human growth and development
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.2 Select communication strategies that promote positive self-esteem in family members
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OL.5 Determine criteria for selecting care and services for children

Learning Targets - Click here to view Sample Learner Activities

- Examine and analyze how preschoolers develop physically.
- Examine and analyze how preschoolers develop socially.
- Examine and analyze how preschoolers develop emotionally.
- Examine and analyze how preschoolers develop intellectually.
- Compare effective guidance techniques for preschoolers.
- Outline guidelines for effective parent discipline.
- Determine how play impacts learning and development.
- Plan developmentally appropriate learning activities for preschoolers.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>School-Age Children</u>				

Technical Content

- 8. Students will identify factors that promote optimum growth and development in the preschool and school-age stages including physical, social, emotional and intellectual growth.
- 9. Students will recommend effective guidance techniques for dealing with inappropriate behavior.
- 10. Students will plan and organize developmentally appropriate activities for the preschool and school-age child.
- 11. Students will analyze conditions that influence human growth and development.

National Standards

- 12.1.2 - Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 - Analyze current and emerging research about human growth and development, including research on brain development.
- 12.2.1 -Analyze the effect of heredity and environment on human growth and development.
- 12.2.4 - Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.2.5 - Analyze geographic, political, and global influences on human growth and development.
- 12.3.1 - Analyze the role of nurturance on human growth and development.
- 12.3.2 - Analyze the role of communication on human growth and development.
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.
- 15.2.3 - Assess common practices and emerging research about discipline on human growth and development.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Psychomotor Skills (Health Education) - Practical Living
Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Collaboration
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Flexibility and Adaptability

KOSSA Standards

- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OJ.2 Examine the role of communication on human growth and development
- 3003.OJ.3 Examine the role of support systems in meeting human growth and development needs
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.2 Select communication strategies that promote positive self-esteem in family members
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OL.5 Determine criteria for selecting care and services for children

Learning Targets - [Click here to view Sample Learner Activities](#)

- Examine and analyze how school-age children develop physically.
- Examine and analyze how school-age children develop socially.
- Examine and analyze how school-age children develop emotionally.
- Examine and analyze how school-age children develop intellectually.
- Analyze and apply the Kentucky School Readiness Indicators when preparing children for the transition to school.
- Compare effective guidance techniques for school-age children.
- Outline guidelines for effective parent discipline.
- Determine how play impacts learning and development.
- Plan developmentally appropriate learning activities for school-age children.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Health and Safety</u>				

Technical Content

- 13. Students will identify health and safety issues for children.
- 14. Students will assess the effects of abuse and neglect on children and families.

National Standards

- 15.2.1 - Choose nurturing practices that support human growth and development.
- 15.2.4 - Assess the effects of abuse and neglect on children and families and determine methods for prevention.

KY Academic Standards (Big Idea)

Safety (Health Education) - Practical Living
Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

English/Language Arts Standards

- CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge

- Health Literacy
- Information Literacy
- ICT (Information, Communications, and Technology) Literacy
- Leadership and Responsibility

KOSSA Standards

- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OJ.2 Examine the role of communication on human growth and development
- 3003.OJ.3 Examine the role of support systems in meeting human growth and development needs
- 3003.OL.1 Choose nurturing practices that support human growth and development
- 3003.OL.2 Select communication strategies that promote positive self-esteem in family members
- 3003.OL.3 Assess common practices and emerging research about discipline on human growth and development
- 3003.OL.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention
- 3003.OL.5 Determine criteria for selecting care and services for children
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.OM.1 Assess community resources and services available to families
- 3003.OM.2 Appraise community resources that provide opportunities related to parenting
- 3003.OM.3 Review current laws and policies related to parenting

Learning Targets - [Click here to view Sample Learner Activities](#)

- Identify health and safety issues for children.
- Assess the effects of abuse and neglect on children and families.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>The Exceptional Child</u>				

Technical Content

12. Students will describe methods of identifying exceptional children.

National Standards

4.3.3 - Demonstrate a variety of teaching methods to meet individual needs of children.

KY Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

English/Language Arts Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

Social and Cross-Cultural Skills

Communication

Collaboration

Flexibility and Adaptability

Creativity and Innovation

KOSSA Standards

3003.OC.4 Determine special needs of children

3003.OD.4 Demonstrate a variety of teaching methods to meet individual needs of children

Learning Targets - Click here to view Sample Learner Activities

Describe methods of identifying exceptional children.

Develop appropriate techniques for interacting with exceptional children.

Course Title	Early Lifespan Development	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool and school-age stages. Careers in child and human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	FACS Life Skills (preferred)				
Unit Title	<u>Careers</u>				

Technical Content

- 15. Students will research and analyze information about careers in the field of child/human development.
- 16. Students will utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
- 18. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

4.1 - Analyze career paths within early childhood, education & related services.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

21st Century Skills and Knowledge

- Information Literacy
- ICT (Information, Communications, and Technology) Literacy
- Media Literacy
- Life and Career Skills

KOSSA Standards

- 3003.El.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
- 3003.El.2 Identify and address needs of customers/clients
- 3003.El.3 Provide helpful, courteous, and knowledgeable service
- 3003.El.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
- 3003.El.5 Identify techniques to seek and use customer/client feedback to improve company services
- 3003.El.6 Recognize the relationship between customer/client satisfaction and company success
- 3003.EL.1 Acquire current and emerging industry-related information
- 3003.EL.4 Discuss the importance of flexible career planning and career self-management
- 3003.EL.7 Accept and provide constructive criticism
- 3003.OA.1 Determine the roles and functions of individuals engaged in early childhood education and services
- 3003.OA.2 Explore opportunities for employment and entrepreneurial endeavors
- 3003.OA.3 Examine education/training requirements and opportunities for career paths in early childhood education and services
- 3003.OA.4 Examine the impact of early childhood education and service occupations on local, state, national, and global economies

Learning Targets - [Click here to view Sample Learner Activities](#)

- Investigate careers found within the Early Childhood Education career major.
- Introduce students to the Commonwealth Child Care Credential and CDA opportunities.